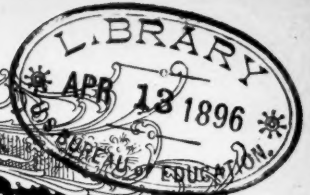


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VOL. XXIX

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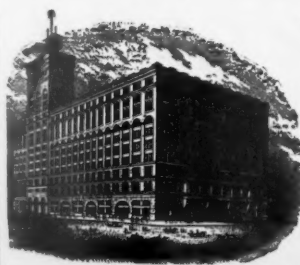
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"CORRELATION" AND "INTEREST."

THE assembling of the supervisory wisdom of the country this year appears to have been on the whole, a disappointment. The nebula of "correlation" was expected to differentiate itself and show us at least an approximately well-defined planetary system of the studies, with possibly some one of these studies as the center about which all the rest would be seen revolving in appropriate orbits.

Of course Dr. Harris was not the man to attempt or even to forward such a scheme. Indeed, the scheme itself seems scarcely to be taken seriously—otherwise than as a metaphor—even by its most enthusiastic advocates. By this time it ought to be fairly manifest, even to the tyro, that one may easily start with any given subject and find that all other subjects are involved in the one. On the other hand, even school boys would laugh at the school-boy who would insist that the given study must therefore be the central luminary to which the others are related only as attendant spheres.

Geography may and does implicitly include all the sciences

But equally, each of the sciences implies Geography. Number is involved in Geography, but so is Geography involved in the concrete unfolding of Number.

"Correlation of studies," then, must, if it means anything, mean in truth, something radically different from the *super*-relation of one and the *sub*-relation of all others. In fact, as was urged a year ago in this Journal, the true correlation of studies consists in the spontaneous interfusion of interests as these become positively formulated in the *one whole mind* of each individual pupil.

The true center in the educational planetary system, then, is just *the mind of the child itself in its essential nature*. And the real task of the educator in this respect is the *co-ordination* of studies with direct reference to the growing needs and capabilities of the child. The orbits of the studies (to continue the figure) will necessarily be measured by the relative complexity of the studies on the one hand, and by the immediacy of their spiritual quality on the other.

In the latter respect language is the most direct as well as the subtlest of all educational media. It is, in fact, only by an absolute necessity, involved in the very nature of the mind itself, that language must always be allowed the leading place it has always occupied in any elementary course of study. It is through the most

minute, elaborate and prolonged analysis of the outer form of thought that the inner substance of thought becomes, or can ever become, perfectly defined.

On the other hand, this is not to say that language alone is sufficient as an educational medium, the other subjects being taught only incidentally as topics for language lessons. If this inner substance of thought can be defined only through the analysis of language, as the outer form of thought, it is also true that the defining process of thought is awakened into actual effectiveness only through stimuli received from outer things.

Clearly, then, the study of *things* comprising the essentials of the natural sciences, is a no less valid and vital aspect of true education on the one hand then is the study of language as the immediate form of the individual's inner *thought* on the other.

And here the "New Education" presents its chief claim to be called "new" in the fact of the stress it lays upon actual observation and experiment as performed by the pupil himself.

Nevertheless, we are compelled to add that even here the most vital element in this newly emphasized aspect of Education is just the one the chief value of which appears to be least appreciated by precisely those who have most insisted upon its introduction.

The element to which we refer is the value of direct personal observation and experiment on the part of the pupil as a regulated exercise of the *will*; whereas the common plea is that observation and experiment are chiefly valuable as means to the training of the *intellect*.

And here appears the rather amazing assumption of another new discovery—the discovery, namely, that there really is such a factor as *interest* to be taken into

account in education. Is it really an evidence of approaching second childhood on the part of older pedagogues that the term "interest" should have so familiar and even commonplace, a sound to them?

And yet, it is really well worth while to ring a change or two upon this theme. Interest is, in truth, a phase of Feeling, and Feeling is, of course, one of the primal modes of Mind as Mind, which, therefore, must be recognized and estimated at full value in any reasonable scheme of education.

On the other hand, to single out "Interest" and insist upon its importance as if it were some newly discovered central "faculty" to which all other qualities of mind must be subordinated, or in which all other modes of the mind are really to be seen as merged—that certainly flies in the face of all psychology from Aristotle down to Wundt.

No doubt there is profound truth in the positive assertion of Hegel that "nothing has been accomplished without *interest* on the part of the actors;" and since interest raised to its highest power, is *passion*, his further affirmation is equally valid that "nothing *great* in the world has been accomplished without *passion*." (*Philosophy of History*, Trans. Sibree, p. 24).

But to suppose that therefore "interest" is to be taken as the guide—as, for example, President Eliot, of Harvard, appears to do—and so to choose, or allow the pupil to choose for himself, a course of study, according to his "interest" seems very much like surrendering everything in the way of the matured judgments of the world to the mere whims and caprices of the immature individual.

In truth, what Hegel says elsewhere throughout his whole system of philosophy, shows him to be in perfect accord with all the great thinkers of the world to the

effect that "Reason is the Sovereign of the World," that Reason in its concrete, actual form is self-activity or will, and that interest or passion is just the inner sense of contradiction between what *is* and what the individual conceives *should be* raised to the power of determination that what *ought to be* shall be.

True interest, then, must be rational. And if the individual interest is not already rational, it ought by all means to be rendered rational. This, indeed, may even be said to be the supreme aim of education—not to gratify the immediate interests or passions of the individual, but above all, to see that his interests shall be rendered rational, and that *in this form* they shall be raised to their highest power; that is, elevated to the character of *divine* passion.

So intensified and refined in his inner or subjective nature he may be trusted to will and to do such outward deeds as shall fuse into one consistent, worthy whole, constituting what may properly be called a divinely ordered life. In short, the final end and aim of education is to bring the individual germinal mind into such actual vital relation with the universal eternal Mind, as is expressed in the formula: "*Nevertheless, not I will, but as thou wilt.*"

We repeat then, that the deeper significance of the—not new, but only newly emphasized—Educational doctrine that the pupil ought to learn by *doing*, by actually handling specimens and performing experiments, lies—not in the fact that this is "interesting"—but in the fact that by this means the individual learns most effectually the unalterable and rational character of the actual order of the world, and accustoms himself to the subordination of his own fancies and caprices to that order.

We may conclude then that

ART IN EDUCATION.

AT the Denver meeting of the N. E. A., a highly interesting discussion occurred upon the place of Art in Education. The leading paper was by Mr. John S. Clark, of Boston. To this, Col. Parker, of the Cook County Normal School, replied. The addresses, together with Mr. Clark's rejoinder to Col. Parker's remarks, have been reprinted from the proceedings of the N. E. A., by the *Prang Educational Company of Boston*.

We cannot here attempt to follow the course of the arguments presented. Instead of this, we offer the following reflections on the general theme, at the same time advising all interested in the subject to secure a copy of the pamphlet, and study its contents at their leisure.

1. Art education presents at once an inner and an outer aspect. The former consists in the mental processes by which taste is refined, and the imagination is developed. Taste, strictly speaking, is the whole character of the individual, defining itself in aesthetic judgments. Hence, we may say that *good taste is Morality become beautiful*.

2. In its outer aspect, art education is to be regarded in respect both of process and of product. On the side of process it is the exercise of mind through eye and hand so as to secure (1) the organic unfolding in highest degree of the inward spiritual quality of good taste, and (2) the progressive training of hand and eye as organs of the mind into ever-increasing efficiency as instrumental to the mind's demands.

3. On the side of product it is evident that during the educative period it is no more reasonable to expect results of intrinsic value here than in the department of lan-

guage. All such work is to be taken in its true character, as in every case, an *exercise*, valid and worthy of notice because, and only because it is at once the medium and measure of growth in taste and in skill on the part of the pupil.

4. Such skill and taste, when and in so far as developed, are integral factors in the further development of the individual, and hence, are available in all his further work, in whatever field, both for his own appreciation of aesthetic values and for illustration addressed to others. The latter extending so as to include representations of form for scientific purposes—Map-drawing, illustrations in Physics, Botany and Zoology—as well as for mechanical purposes.

5. If such applications are not made of the results of instruction in drawing, it is because the teacher lacks the power of making use of these results. And the only reasonable conclusion in such case must be that teachers ought to cultivate the power until it is no longer wanting.

6. But mere lessons in drawing will not suffice, either for teacher or for pupil. True art education must include the study of the great historic forms of art as exhibited in the great representative works of art in architecture, in sculpture and in painting.

7. To which ought to be added that Music is also an art form and that therefore training, not merely in singing, but also in appreciation of good music (instrumental) ought to constitute a recognized phase of Art Education.

8. The culmination of all this is to be found legitimately in the study of literature as a form of art. And here again the study, if it is to be fruitful, must be a study of great representative works, and above all of the great poets. It is in this sphere, indeed, that most progress has been made. For here, though

while it is of importance to the teacher to find out what the individual child is really interested in, it is of vastly greater importance to find out how the child may be led to focus all his interest in aims of really permanent and vital import. And the true teacher will not attempt the hopeless task of finding out a course of study adapted to each particular child, but rather will study the individual child that so the way may be discovered by which the child may come to adapt himself to a rational course of study.

If a special alphabet is invented for the blind it is still for the purpose of bringing the blind into closer relation with the seeing. In the same way the deaf are taught to write in the characters intended first of all to serve the uses of those who hear, and the dumb are brought to interpret the mere outward movement of the lips of a speaker into signs of their own inward thought and reciprocally, to give actual articulate utterances to their own conceptions in vocal forms which they themselves do not hear, but only feel as regulated tentions of their own vocal chords.

Instead, then, of mutilating the course of study in order to adapt it to the psychically blind and deaf, the aim must be to discover how such unfortunates may be led to feel their way across from their enchanted insulation and seemingly hopeless mutilation to the continental, from the continental to the cosmopolitan, from the cosmopolitan to the cosmic range of consciousness.

Think of Helen Keller and take courage! Not weak giving way to the weakness of the pupil, but increase of inventive, creative power of loving-kindness and patience on the part of the teacher—that is the clew to the solution of all educational difficulties. "All things are possible to them that believe."

in the subtlest, most complex realm of art, the pupil can take in his own hands and have before his own eyes the great masterpieces, to be studied by him at his leisure. And for this he has been preparing all his life, through constant exercise in the use of language. Happy, if he has grown up in a cultivated home and been taught by teachers of refinement and thorough-going knowledge of the subtleties of human thought, and cultivated power of exact, effective speech, and gift of setting down in limpid, rhythmic written form, whatever sentiments develop in his mind!

9. All this may be rightfully assumed as pertaining to the realm of genuine, vital art education; for art is nothing else than the sensuous aspect of the rhythm of human life, and is thus but one phase in the outer form of Religion, which is the inner essence of that rhythm.

Business facility is really to be obtained only in and through business. It is absurd to demand business facility as a preliminary to business—absurd, therefore, to demand business facility as an immediate product of school-room work.

The core of all empirical science is speculation. "Facts" are known or knowable only through "careful observation"—i. e., through that inner psychical experiment which is the essence of each and every conceivable experiment.

If it were really true that "all boys are bad," then it would also be true that all things are a lie. In which case, truth itself would be nothing else than the foam on a boundless sea of falsehood.

In foreign countries the pensioning of teachers is just as much a matter of course as is that of other public servants.

THE TEACHER AS AN INDIVIDUAL.

The following is the concluding part of an admirable editorial in the *Dial* (Chicago) of November 16th:

Most teachers in most civilized countries to-day are so cabined, cribbed and confined by administrative prescription that they are not free to be individuals at all; they are only cog-wheels in the machinery. What we are sometimes tempted to call the curse of centralization has so fallen upon most of our educational organizations that the word "system" has come to have the connotations of lifelessness, and inadequacy, and dull uniformity. The higher education has generally learned the lesson that system, though an excellent servant, is a poor master, but the lower education everywhere calls loudly for emancipation. The teacher in a German gymnasium, a French lycee, an English boarding school or the school of an American city, is so hampered by needless regulations and requirements, by the drudgery of unnecessary bookkeeping and prescribed written work, by the exigencies of over-detailed courses of instruction and ill-chosen text books—to say nothing of the negative embarrassment resulting from a sadly deficient school equipment—that he becomes utterly disheartened at the thought of doing good work under so great a variety of adverse conditions, and can only resign himself to his fate.

Take the matter of text books alone. A text book is a tool, and its chief excellence is in being fitted to the hand that must use it. There is no more reason why a teacher should have forced upon him a text book that he does not like than there is for denying a

cabinetmaker the right to select his own tools. It is irrational to urge that a school system must be based upon the use of uniform school manuals; whereas uniformity in such matter is not even desirable, let alone necessary. In our own country we must act for the most part on the crude theory that administrative boards may properly select the text books to be used by teachers, and the patent evils which this notion is responsible for are counted as nothing in comparison with the blessings of uniformity. The simple truth is that uniformity in this and many similar matters is the veriest bugbear, and that what is needed more than anything else is the rejection of prescriptive uniformity to the barest minimum. In fact, the attitude of the educator toward this subject should be that every sort of uniform regulation must give indubitable proof of its necessity before it has any right to exist; the prevalent attitude being, we need hardly say, that the presumption is in favor of the uniform rule. Local option is essential to education as to political vitality, and it should be extended not merely to every school but to every individual teacher in every case possible.

The urgent plea, heard at educational gatherings, and voiced in all educational journals, that we need better teachers in our schools, is doubtless the one to be kept most prominent in recent discussions, and can hardly be repeated too persistently. When the question of ways and means comes up, there are opportunities for a wide divergence of opinion. What we most need is pedagogical training, says one; another rides the hobby of increased superintendence; a third finds in higher salaries and

manent tenure a sovereign remedy for the evil of inefficient teaching. All these opinions have their weight, and doubtless our teachers would be better as a class if more of them were first professionally trained, then wisely guided during the early years of their work, and all the time assured of advancement in proportion to the development of their ability, and of a compensation befitting the high character of their calling and the social status which should of right be theirs. But, excellent as all these things are, we venture to think a still worthier aim, that of making the profession of teaching attractive by making it one that may be pursued without the loss of self-respect. We do not get the best kind of men and women in our schoolrooms, mainly because we make it only too evident that we do not want them. The kind of person who ought to be there is the kind of person who is not likely to be willing to submit to the petty regulations with which most of our teachers are hedged about. Too many of our public school systems have as their basis distrust of the teacher's ability, and even of his honesty. Then, when it is suggested that such and such matters may very suitably be left to the discretion of the individual teacher, we are informed that he cannot be trusted to deal properly with them.

There was never a more vicious circle of reasoning. The formula seems to be: First, to eliminate from the schools all persons likely to have and to exercise good individual judgment; second, to complain that those who are left cannot be trusted to think for themselves, but must have their work laid out for them on the most rigid lines. We firmly believe that this deliberate sup-

pression of the teacher's individualism is one of the greatest evils that now exists in our public education, and that it offers a field for the reformer quite as promising as that which is offered by the question of superintendence, the question of professional training, or the question of compensation and tenure.

It appears that, according to the census of 1880, two items of our national expense account for a year are:

For alcoholic liquors. \$900,000,000
For education. 85,000,000

In other words, as a nation we show (in the gross) by our works these two articles of faith:

1. Besides food, clothing and shelter, it is necessary that we expend each year an average of \$15 for every man, woman and child for the "sole" purpose of keeping at fire-water mark that peculiar tidal wave of life called "animal spirits."

2. So vigorous is our intellectual and moral life that it is maintained at full height with an outlay of less than \$1.50 per "head" per annum.

Ten per cent to stimulate the mind; ninety per cent to stimulate the body. Or, more precisely, ten per cent of expenditure to satisfy the demands of the strictly human consciousness; ninety per cent to satisfy the demands of the strictly animal consciousness.

And this striking contrast becomes still more impressive when we reflect that these two demands are inversely the one as the other. Those in whom the strictly human consciousness is best developed "keep the body under," and thus ennoble it; and conversely, those in whom the strictly animal consciousness is most developed let the soul go under—in the Circe pool.

There are two Americas in ir-

reconcilable contrast—the Sober and the Drunken. The one is self-preserving, self-realizing, self-perpetuating. The other is self-dissipating, self-dissolving, self-annihilating. The "survival of the fittest" will ultimately solve the problem.

In his recent annual address President Schurman of Cornell University gives special attention to two topics of general and vital interest. One of these is the superannuation and pensioning of professors—a subject which has its counterpart in all our city school systems. Those interested in this topic will find President Schurman's discussion of it full of valuable suggestions.

The other topic is that of athletics. He recognizes the evils to which college games are specially liable. Yet he desires the continuance of the games as promotive of physical exercise on the part of students, but only on condition that these evils shall be eliminated from the games.

The novel, "Without Dogma," is a psychological study, but pathological in character. It portrays vividly, powerfully, offensively, the psychological conditions and processes of suicide—which prove also in such case to be the conditions and processes of psychological suicide. Whatever scientific value such themes may have, they cannot be developed into genuine works of art.

Teachers in the public schools, where do you buy your wearing apparel? Famous, corner Broadway and Morgan, make an extraordinary bid for your trade. In addition to offering you the largest assortment, greatest variety and absolutely lowest price, we offer a special discount to teachers in the public schools and open accounts with them. Our Economy Basement is chock full of snaps in the way of house furnishing goods, china and granite wear. Famous, corner Broadway and Morgan.



VALUE OF HISTORICAL READING.

BY GEORGE E. SEYMOUR, LL. D.

IV.

Intelligent and honest men may and do differ touching the function and value of historical reading; for much which a few years ago passed as genuine history is now relegated to the realm of myth; and many events once regarded as vital in support of favorite theories, now appeal, in their present state of degradation, less to our reason than to our sympathy. So that we come to have less confidence in the record and in theories based upon the record, than in former times, since wider reading and closer observation warrant the conclusion that every historical dilemma finds its solution adapted to the conditions under which it is wrought out. The varying conditions of succeeding ages necessitate a reconsideration of industrial and political problems having a historic basis.

This seeming source of uncertainty is a constant stimulus to new effort to solve the problems of life.

Since the days of Niebuhr the broad realm of historic truth has been re-explored and history rewritten in a more catholic spirit and with stricter regard to the relations that important events bear to one another. Thus history has come to have, not simply a different, but a deeper and a richer meaning than before, as it is now seen to hold in solution all the elements of national growth and individual perfectibility. In this as in almost every other field of

inquiry, the spirit of skepticism has wrought an almost miraculous change. The distinction between fact and fiction, between fact and inference, is more clearly marked. The stories, once believed, relating to Deucaleon, to Cadmus and the dragon's teeth, to the exploits of Hercules, to Iason and the Golden Fleece, to the Siege of Troy, and many kindred stories, all beautiful as myths it may be, but quite worthless and even misleading as history, no longer despoil the sober pages of history. The Heroic Ages are past. The advent of an age of fact and sound theory marks their departure, and the dawn of a brighter era for human thought and human progress. It would be quite impossible to make us believe, as the early Oriental writers would have us believe, that the ordinary age of man was, in the early history of the world, one hundred thousand years; that very good men lived to be five hundred thousand years old; that, as related in the Asiatic Researches, one of the kings died at the ripe old age of more than six million years. Yet, much that passed for history before the searching analysis of Niebuhr's critical method destroyed its credibility is quite as absurd. The application of that method has compelled the reconstruction of historical literature upon new and broader lines of investigation. So merciless has been this attack that but one single work has stood the test. The Decline and Fall has met the demands of the ordeal of this destructive criticism without serious harm to its reputation as the grandest contribution ever made to historical literature since that

Thucydides. True, it is often difficult to fix the line of demarcation between history and myth. Myth is born of the fancy in the twilight of tradition. But tradi-

tion can never be a reliable guide as it is both inventive and oblivious; inventive for purposes of embellishment; oblivious for the purpose of suppressing truth.

V.

That alone is history which records true events in such a manner as to show an order, not simply of succession, but an order of sequence. Drum-and-trumpet history is justly a thing of the past. An Alexander, a Hannibal, a Napoleon is to a great nation what some splendid comet is to our solar system—brilliant and erratic, but of doubtful value in the economy of God's Universe. Each of those great men sacrificed to personal ambition the best interests of a great people, and disregarded their welfare and confiscated their property, with as little recognition of human rights as was ever shown by an Assyrian despot. We ourselves have slowly learned, and even now admit only in theory, that the right to rule is no longer a Divine right; but our practice lags far behind our theory; for, except in rare instances, do we find a man, who, when raised to authority, is big enough to make his practice conform to the theory. That which before election was loudly proclaimed a public trust, to be administered in the interest of the whole community, becomes suddenly, as by magic, transformed into private property to be bargained away for private gain. Any protest on the part of any citizen is quite sure to brand its author as a public enemy of such dangerous character as to provoke, on the part of those in authority, an exhibition of petty and puny malice that would forever disgrace any man in dealing with a private foe.

To unravel the mystery of this complicated web of human affairs as manifested in the origin, life and growth of nations, is a problem whose solution has taxed the highest powers of genius, and may well be said to develop every mental and moral faculty of man's nature, since the tremendous sweep of historic movements covers the whole range of human knowledge and human activity.

ROBERT BROWNING AS AN INTER-
PRETER OF CHRISTIAN
THOUGHT.

BY PROF. J. M. DIXON.

(An address delivered in the
First Congregational Church, St.
Louis, February 4th, 1896.)

It is altogether a misconception of Browning's teaching to regard him as a devotee of high art, who had a message for the cultured few and for them only, and whose attitude towards every-day Christianity was that of supercilious aloofness. No doubt he was ardently devoted to music and painting, having been brought up in an atmosphere of art and culture, and inheriting a devotion to these studies. But in every case where it is germane to his thought he treats these studies as mere avenues or gateways to the great world of spirit that lies beyond. So far from art, for art's sake, being his position, we have but to open his pages to find that he regarded all earthly environments, however noble, merely as the wheel that shapes the clay into a vessel meet for the Great Potter:

"Machinery just meant
To give thy soul its bent,
Try thee and turn thee forth, suf-
ficiently impressed."

That he did write a few destructive poems, aimed at quashing erroneous religious belief, is true. One of these, his "Caliban on Setebos," is particularly well known; and those who dislike Calvinism, and any religion with a hell in it, are fond of regarding this poem as a gibe at evangelical religion. Now the fact is, that Browning is not by any means essentially anti-Calvinistic, and that to one side of Calvinism—its noblest and most enduring aspect—he was particularly sympathetic. "Caliban Upon Setebos" is mere-

ly a gibe at a caricature of Calvinism. In his "Pippa Passes" he uses, in Pippa's lyric, words that contain the essence of Calvinism:

Each one, as God wills,
Can work—God's puppets, best
and worst,
Are we; there is no last nor first.

As for the much-abused doctrine of reprobation, the logical opposite or counterpart to the doctrine of election; it is not the essence of Calvinism. When man begins to dogmatize about evil, or to make statements about evil, except from the standpoint of good, he is apt to flounder in the mud:

Hold thou the good; define it well,
For fear divine Philosophy
Should push beyond her mark
and be
Procurest to the lords of hell.

This misinterpretation of Calvinism, the whole glory of which lies in its ardent hold on the profound truth that man is merely a workman in God's employ, and absolutely His for time and eternity, has often moved the scorn of poets. It was Burns who wrote the glowing lines:

The fear o' hell's the hangman's
whip
That keeps the wretch in order;
But where you feel the conscience
grip,
Let that aye be your border.

That is, goodness and religion never spring from the motives of fear. Nor does God rule by fear. He is not a Setebos, an anthropomorphical monster, an object of terror ever swinging the overseer's whip, and driving the slave gang to work on his plantation. The God of Abraham, of Isaac and of Jacob was their shepherd, who made His sheep lie in green pastures, who led them by the

still waters. A system should be judged, not by its weak points, but by its excellencies. That every system of man's is one-sided and incomplete, and that each age must work out its own system, as every man must work out his own salvation, has become almost a truism. Calvinism, with a complete system arrayed against it, a system which, as embodied in a church, its adherents associated with moral evil seated in the high places of the earth, formed its complete system, narrow, militant, aggressive, clean-cut. Its very virtues, its practical advantages as a fighting creed, became its weakness, when the world's condition changed, when man's horizon widened, when man's intellectual standpoint shifted. But its glory remains. Read Browning's "Rabbi Ben Ezra," and this fact is evident.

I suppose no text is more repugnant to the opponent of Calvinism than the saying of Paul's: "Hath not the potter power over the clay, of the same lump to make one vessel unto honor, and another unto dishonor?" So long as we understand caprice to lie at the back of such choice, indignation is natural; and Browning is quite at one, so far, with the indignant critics. Caliban thought he understood how Setebos would enjoy making one vessel to honor and another to dishonor:

Were this no pleasure, lying in
the thyme,
Drinking the mash, with brain
become alive,
Making and marring clay at will?

But caprice is human, and not divine; earthly, not heavenly. Understand God as the old Calvinists understood and revered Him, and His supremacy soars far above caprice:

But I need, now as then,
Thee, God, who moldest men!
And since, not even while the
wheel was worst,
Did I, to the wheel of life,
With shapes and colors rife,
Bound dizzily, mistake my end,
to slake Thy thirst;

So, take and use thy work,
Amend what flaws may lurk,
What strain o' the stuff, what
warpings past the aim!
My times be in Thy hand!
Perfect the cup as planned!
Let age approve of youth, and
death complete the same.

I think, then, that any candid reader of Browning will admit that he is in no way unappreciative of the great outstanding truths in Puritanism. Nay, rather, his standpoint—allowing for the difference of centuries—is radically the same as that of the greatest and best of the Reformers. The problem before these men was this: God deals directly with the souls of men, answering prayer and bestowing grace. The book which explains His workings and reveals His spirit is the Bible. How shall we best codify the teachings of that book? Here were three factors—Personality, the Infinite, and an inspired volume. To say that their treatment of the problem has now become unsatisfactory is merely to say that they were human. They spent their life's energies in explaining the human personality in terms of the Infinite Being, using the best materials at their service. What more has Browning striven to do? The practical outcome of their endeavors was the raising of human personality one step higher as a factor in human society, and one of the concrete results has been the founding of this great republic. Now, Browning's whole life work hangs

round that word "personality"—spirit making use of matter for its own purposes, and passing as a unit into the spiritual world again:

"The wonderful Dead who have passed through the body and gone."

He protests as strongly as Tennyson does against the heresy that would have us regard our spirits as merging at death into the general creation, into the sum of matter. It is a depressing, pessimistic, unspiritual nightmare that saddened the sweet soul of that honest thinker, George Eliot. The only one of her poems that has made a real impress on the public mind is her "Oh, May I Join the Choir Invisible." It is really a Pagan poem, introduced aptly enough by a quotation from Cicero: "That long time when I shall not be, moves me more than this short space!" It proclaims the death of personality, the merging of bright spirit in the cold, dull, muddy stream of time.

Oh, may I join the choir invisible
Of those immortal dead who live again
In minds made better by their presence; live
In pulses stirred to generosity;
In deeds of daring rectitude,

and so forth. The same abstractions that chill and sadden the spirit. How different from Browning's

"The wonderful Dead who have passed through the body and are gone."

Gone where? Gone to keep the same personality, and, keeping it, to enjoy for ever and ever the selfsame God, whose servants on earth they were:

Never to be again! But many more of the kind
As good, nay, better, perchance—is this your comfort to me?
To me, who must be saved because I cling with my mind
To the same, same self, same love, same God; ay, what was shall be.

It is easy for flippant minds to sneer at Puritanism, and Calvinism, and the other issues represented in the great Westminster Assembly that was contemporaneous with the founding of the colony of Virginia; but I assure you that Browning will not help them out with the sneer. A system is to be judged by its spirit and by its end; and these are sufficiently defined in the first Question and Answer in the Shorter Catechism. "What is man's chief end? Man's chief end is to glorify God, and to enjoy Him forever." There is personality and idealism and transcendentalism all in one for you! If there was a heavy earthly tail to Calvinism that dragged along the ground, why, so has it been with every earthly system. If it failed to recognize sufficiently the brotherhood of man, and the presence of God in His own universe, it merely proved itself to be not ahead of the age. Its antichrist was different from ours; the question is, are we fighting our antichrist as sturdily and well as the Calvinists fought theirs?

Each age has its own problem. Then, as new lessons shall be learned in these
Till earth's work stop and useless time run out,
So duly, daily, needs provision be
For keeping the soul's prowess possible,
Building new barriers as the old decay,
Saving us from evasion of life's proof,

Putting the question ever, "Does
God love,
And will ye hold that truth
against the world?"

I have just quoted from "A
Death in the Desert," one of the
most profound and suggestive of
Browning's poems. It is profess-
edly a dying utterance of the Seer
of Patmos, as he lay in a cave
whither his followers had carried
him to save him from the rage of
persecution. But the poem,
though professedly placed about
the year 100 of our era, is a man-
ifest anachronism all through.
The teaching is for our age and
from the standpoint of our age.
We may suppose that a clear
vision throughout the centuries
was granted to the writer of the
lucid Apocalypse, and that he
could see our problems just as we
see them. The poem contains all
the essentials of Browning's the-
ology; the root principle that spir-
it alone is life; that the flesh
grows and perishes in a short
space,

And yields mere basement for the
soul's emprise.

Though the body decays, the
soul may all the time be waxing
brighter,

Living and learning still as years
assist,

Which wear the thickness thin
and let men see.

Miracles do not prove Christ, or
remain proofs to us; though for
the age in which He appeared,
proving as they did His union of
power and love, they were of im-
mediate use:

You stick a garden plot with or-
dered twigs

To show inside lie germs of herbs
unborn,

And check the careless step would
spoil their birth;

But when herbs wave, the guard-
ian twigs may go,
Since should ye doubt of virtues,
question kinds,

It is no longer for old twigs ye
look,

Which proved once underneath
lay store of seed,

But in the herb's self, by what
light ye boast

For what fruit's signs are.

Such are some of the wonder-
fully suggestive teachings of this
poem. Its writer, seeing the proc-
ess of thought throughout the
ages, and the relativity of truth,
so far as its presentation to man-
kind is concerned, explains to us
how each generation climbs the
ladder of truth, gradually, rung
by rung. He shows that the pres-
ence of evil and hate in the world
may be viewed as a mere nega-
tive of good, as "silence implying
sound."

For life with all it yields of joy
and woe,

And hope and fear—believe the
aged friend—

Is just our chance o' the prize of
learning love,

How love might be, hath been in-
deed, and is;

And that we hold thenceforth to
the uttermost

Such prize despite the envy of the
world,

And, having gained truth, keep
truth; that is all.

ONE NIGHT'S RIDE.

Passengers ticketed over the Missouri
Pacific Railway between St. Louis and
Kansas City enjoy an elegant night's
sleep in Pullman Buffet Sleeping Cars.
The prevailing features are, smooth
rails, excellent accommodations and
low rates. Inquire of any ticket agent
of the company for full particulars and
tickets, the prices of which are within
the reach of all. H. C. Townsend, Gen-
eral Passenger and Ticket Agent, St.
Louis, Mo.

ON TO BUFFALO.

Mr. Wm. G. Smith, Secretary of
the Educational Press Associa-
tion of America, has lately spent
four days at Buffalo in the inter-
est of the N. E. A. and Education-
al Press Association. Mr. Smith
says:

Of Buffalo as a suitable city for
our great meeting we cannot
speak in too high praise. The
magnificent Music Hall chosen
for the general meetings of the
Association will accommodate 5,-
000 people. Within a reasonable
distance from this are located the
large High School Building,
Women's Union Hall, Central
Presbyterian Church, the beauti-
ful Library Building, People's
Church and Prospect Avenue
Baptist Church, which will af-
ford ample accommodations for
all the department meetings.

The high-class hotels of Buffalo
are exquisite in arrangements and
conveniences. There are numer-
ous other hotels that will furnish
most comfortable accommoda-
tions at reasonable prices.

The Women Teachers' Associa-
tion, the Principals' Association,
the Women's Union, as well as
the ladies' organizations connect-
ed with the several churches of
the city, are already arranging
for board and lodging at from \$1
to \$1.50 a day. The crowning act
of Buffalo's enterprise and inter-
est in this meeting is to be shown
by the generous manner in which
she will throw open the doors of
her magnificent homes, that the
teachers of America may appre-
ciate her pleasant home life, and
truest hospitality.

We have visited many cities,
but to Buffalo we must accord the
palm as the city of homes more
than ordinarily attractive and
commodious. There are over 200
miles of asphalt pavement in the
city, and in the summer this is

the paradise for bicyclers. The streets are shaded with grand old trees and the homes are surrounded by well-kept lawns.

The Local Executive Committee is made up as follows:

Henry P. Emerson, Superintendent of Education.

Edgar B. Jewett, Mayor.

Adam Boeckel, President Common Council.

R. R. Hefford, President of the Merchants' Exchange.

Dr. Conrad Diehl, Board of School Examiners.

Hon. James O. Putnam, Chancellor University of Buffalo.

Hon. T. Guilford Smith, Regent University of State of New York.

George V. Forman, President Fidelity Trust and Guarantee Co.

John G. Milburn, President Free Kindergarten Association.

Hon. Jacob Stern.

Hon. Arthur W. Hickman.

Albert E. Swift, Secretary.

These gentlemen are selected on account of their official positions, their broad views, and their high standing in the city. They are enthusiastic in all matters of education and of social and business affairs. They are alive to the present situation and have taken hold of the work of the Educational Association in earnest.

The Chairman, Mr. Henry P. Emerson, Superintendent of Education in the city of Buffalo, is a gentleman possessed of rare executive ability. He is active and earnest. He carefully reaches conclusions and then works to a purpose.

The Secretary of the Committee, Mr. Albert E. Swift, is a prominent business man of Buffalo. He was chosen by unanimous vote of the Committee, and five minutes' conversation with him impresses one with his fitness for the great task he has to direct. The school men of America, as they meet, will be pleased to observe that Buffalo has the "right man in the right place."

MISSOURI STATE TEACHERS' ASSOCIATION.

The State Teachers' Association will hold its thirty-fourth annual meeting at Pertle Springs, June 23, 24 and 25. The following topics will be discussed: Child Study, Nature Study (its value in the development of the individual), Correlation of Studies, Raising Standard and Qualification and Salary of Teachers, The Best System of Licensing Teachers, Teachers' Institutes or Summer Normal Schools, Relation of Kindergarten to Primary Schools, What Has Been the Educational Growth of the State? The above subjects are suggestive and will afford ample opportunity for thought and profitable discussion. The State Association is a great power for good in the educational field. Let the teachers of the State rally in a body to the support of this association and make the June meeting the largest and best ever held in this State. President J. M. White and Secretary E. D. Luckey are doing everything possible to insure a great meeting. We have it from reliable source that the peafowl is dead, and the engineer is making a muzzle for the whistle of the engine, so that all who attend will be supremely happy, well entertained and free from any annoyance.

To County Commissioners, Superintendents and Principals:

In order to work up an interest in the coming session of the Missouri State Teachers' Association at Pertle Springs, the management would be pleased to have notices of the April meetings, wherever held in the State, so that either the president or the secretary may attend in person, or send advertising matter with reference to the meeting in June. Please address either President J. M. White, Carthage, or Secretary E. D. Luckey, Elleardsville School, St. Louis, Mo.

ST. LOUIS CO. INSTITUTE.

On Saturday, February 29th, the Teachers' Institute of St. Louis County was held at Webster Groves. The committee on arrangements were County Superintendent James B. Brier, Milligan, Principal of Webster Groves School, Miss Marie Turner, Miss Van Dam, Miss Miller and Mr. Dearmont. The meeting was opened with prayer by Rev. Mr. Sutherland, pastor of the Webster Groves Congregational Church, followed by the singing "America" and a solo by Miss Kulp. An address of welcome was made by Mr. Hogan, of Webster Groves School Board, which Mr. Dearmont of the Kirkwood School responded. Also a recitation by Miss Jones, Miss Soldan, Superintendent of Public Schools, made a very interesting address in which he compared the advantages of the city and country schools referring to Pestalozzi the founder of the first public school. Mr. Soldan urged that the spiritual side of the child should be developed, and held that the pupil should not be made a mere machine, but that the best thing that could be developed in him was individual responsibility.

An interesting talk by Dr. Lee of St. Louis, on the cellular tissues of the body terminated the morning exercises. Mrs. Eugene Booth and Miss Wright opened the afternoon exercises with a duet and Miss Jones gave a recitation. The speakers of the afternoon were Miss McCulloch, of St. Louis on the teacher as a spiritual mother, Mr. Miller, on School work and Mr. Frohard of Grand City, Illinois, the teacher as Artist and Artisan.

A business meeting was held afterwards at which resolutions were offered thanking the teachers and ladies of Webster Groves for their hospitality and the trustees of the churches for the use of the latter.

UNIVERSITY NOTES.

The University of the State of Missouri has issued a circular addressed to the teachers of Missouri, and giving detailed information of special courses for teachers. The courses continue during the months of April and May, and are as follows: (1.) The Science and Art of Teaching, by J. P. Blanton, A. M., professor of theory and practice of teaching; (2.) Educational Psychology, by Frank Thilly, B. A., Ph. D., professor of philosophy; (3.) English Language, by Edward A. Allen, Litt. D., professor of English language and literature; (4.) American Literature, by H. C. Penn, A. M., assistant professor of English language and literature; (5.) Latin, by J. F. Paxton, A. M., assistant professor of Latin; (6.) Mathematics, by W. C. Tindall, A. M., professor of mathematics; (7.) Physiology and Hygiene, by J. W. Connaway, M. D., professor of physiology; (8.) Physical Geography, by C. F. Marbut, S. B., A. M., instructor in geology and mineralogy; (9.) Drawing, by A. H. Place, C. E., instructor in drawing.

Other courses will be provided whenever six or more apply for any given course.

The Summer School of Science, so successful last year, will be continued the coming summer, with M. L. Lipscomb, of the University as principal, George W. Krall, of the St. Louis Manual Training School, as teacher of physics, Howard Ayres, of the University, and M. A. Harvey of the Kansas City High School, as teachers of biology; Dr. John W. Connaway, of the University, as teacher of physiology, and C. F. Marbut, of the University, as teacher of physical geography. These courses in science will be open given during the months of June and July. Tuition for all courses free.

For further particulars as to the earlier courses, address Prof. J. P. Blanton, and for the later, Prof. M. L. Lipscomb, Columbia, Mo.

National Normal University.

President Alfred Holbrook of the National Normal University of Lebanon, O., has just passed his eightieth milestone. President Holbrook is the "Grand old Man" of the Independent Normal School. His school at Lebanon, O. was established over 40 years ago

and has been steadily growing ever since. This year many improvements are to be made. Everything is to be enlarged, refitted and refurnished and thoroughly overhauled and a complete commercial college is to be added. Mr. C. K. Hamilton, the new business manager, is taking hold of the work in a way that shows he is the right man in the right place.

Washington University.

Professors Sanger and Nipher, of the University, have been making thorough and complete investigations into the nature and possibilities of the X rays of Roentgen, the former from the practical, the latter from the theoretical side. A lecture on these investigations will be given in the main lecture room of the Medical College of the University on the 2nd of April, and we hope to have an interesting synopsis of this in our next issue.

1796. HORACE MANN. 1896.

May 4.

We desire to call the attention of the educational public and of all friends of education to the fact that this is the centennial year of the birth of Horace Mann. He was born in Massachusetts, May 4, 1796. As a friend of the common schools, and as a promoter of popular education, America has not produced his equal.

We most earnestly recommend that the flag be displayed on May 4 from every school-house that owns one. It will be a most fitting tribute to his memory from those in whose interests he spent his life. We also hope that every school will devote at least one half day to the study of the life, character and achievements of Horace Mann. This will prove an exercise calculated to inspire the pupils with renewed zeal in their work, and a love for the public school system.

The words of this great man are true now as they were when he uttered them:

"In a social and political sense, ours is a free school system. It knows no distinction of rich and poor, of bond and free, or between those who, in the imperfect light of this world, are seeking through different avenues to reach the gate of heaven. Without money and without price, it throws open its doors and spreads the table of its

bounty for all the children of the State. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them, and be known no more."

Horace Mann graduated from Brown University in 1816. He entered the law school at Litchfield, Connecticut, in 1821, and graduated in 1823. In 1827 he was elected to the State Legislature of Massachusetts, and in 1833 he was returned to the upper house. He suggested and organized the State Lunatic Asylum of Worcester. In 1837 the legislature appointed a board of education to revise and reorganize the common school system of the State and Mann was appointed secretary.

In 1848 Mann was elected to Congress to fill the vacancy caused by the death of John Quincy Adams. He tried to induce the Government to establish a bureau of education at Washington, but this was not done till much later. He resigned his seat in Congress in 1853 and became the first president of Antioch College at Yellow Springs—a college for the combined education of men and women. Mann's great work in American education is the reform which he brought about in the common and normal school system of Massachusetts, which has extended over the entire nation.

St. Louis Teachers' Meeting.

A very enthusiastic meeting of the city teachers was held at the High School Auditorium on Saturday, the 28th of March. The most important subject before the meeting was the election of two members of the Board of Trustees of the Teachers' Annuity Association.

Mrs. Fanning, Miss Gibbs, Mr. Blewett and Mr. Deutsch were appointed a Committee on Nomination.

Prof. F. E. Cook and Miss Susan V. Beeson were nominated and unanimously elected to serve one year.

Dr. Soldan made some suggestions and recommendations among which we are glad to note he emphasizes the importance of teaching current events, thus keeping the schools in touch with the problems of the day. He also called attention to the need of more careful training in spelling and the use of correct forms of grammar all through the grades.



AMERICAN HISTORY.

Each of the following questions has ten credits assigned to it:

1. Did the Puritans come to America in order to establish a colony in which all citizens should enjoy religious liberty? Give a reason for the answer.

2. (a) Mention a colony which was under a proprietor at the time of the Revolution, and (b) name the original proprietor.

3. Mention instances in colonial history which show that the murderous attacks of the Indians did not occur when they were fairly treated.

4. In 1776 the British army failed to reach Philadelphia from New York by marching through New Jersey. Describe briefly the route by which that army reached Philadelphia in 1777.

5. Make an outline map of the United States, and indicate territory bought of France in 1803.

6. What international difficulty was brought about by the Annexation of Texas?

7. (a) What was John Brown's object in seizing Harper's Ferry? (b) What circumstance made that place favorable to his purpose?

8. The declared policy of the government at the opening of the civil war, was, 1st, to take Richmond; 2d, to establish a recognized blockade of the southern ports; 3d, to secure possession of the Mississippi river. In what order were these results effected?

9. (a) How many years was the Constitution of the United States been in force? (b) About how long has New York been a State?

10. Among the important acts of congressional legislation during the last decade are the interstate commerce act, the lottery law and the international copyright act. Explain the import of any one of these acts.

ART OF QUESTIONING.

Each of the following questions has ten credits assigned to it.

1. Name two ends to be attained by proper questioning.

2. Name two fundamental characteristics of proper questions.

3. What does an answer ending with the rising inflection indicate?

4. State an objection to questioning pupils in rotation.

5. Give an example of an alternative question, and state why it should not be used to test the pupil's knowledge.

6. Give an example of a leading question.

7. Under what conditions are concert recitations advantageous?

8. State an objection to concert recitation.

9. Name two classes of improper test questions.

10. A teacher wishing to bring out the fact that General Grant wrote his memoirs, asks: "What did General Grant do after he was President?" (a) Why is the question objectionable? (b) Suggest some proper question to obtain the required answer.

CIVIL GOVERNMENT.

Each of the following questions has ten credits assigned to it.

1. Mention the necessary qualifications, and the mode of election of a member of the House of Representatives.

2. (a) What constitutes treason against the United States? (b) What evidence is necessary to prove treason?

3. Mention one method prescribed by the Constitution of the United States for its own amendment.

4. Distinguish between an indictment and a conviction.

5. (a) Should an owner of property who has no children be obliged to pay a school tax? (b) Give reason for your answer.

6. (a) What is indirect taxation? (b) Illustrate.

7. It is not considered good policy for a government to tax its own bonds. Why is this so?

8. Mention two methods of raising revenue for the federal government.

9. (a) What is an ex post facto law? (b) Why does the Constitution forbid such laws?

10. Mention two powers which the Constitution gives to either house in case less than a majority is present.

CURRENT TOPICS.

Each of the following questions has ten credits assigned to it.

1. (a) What is the number of the present Congress? (b) Who was chosen

speaker of the House of Representatives?

2. Name two questions discussed by President Cleveland in his annual message.

3. Since transmitting his annual message to Congress the President has transmitted two special messages to Congress. Of what did each of these special messages treat?

4. What is the cause of the Venetian trouble?

5. (a) By what method has the United States proposed a settlement of the matter? (b) What is the attitude of Great Britain on this proposition?

6. (a) Who was recently appointed Associate Justice of the United States Supreme Court? (b) What position did he hold at the time of his appointment?

7. (a) Who are the Armenians? (b) What is meant by "Armenian Outrages"?

8. What European powers are negotiating with the Turkish Government in relation to these outrages?

9. What distinguished citizen died in December who had been prominently identified with the public affairs of his State and the nation?

10. (a) What is the object sought by the Cuban patriots in the present insurrection in that country? (b) What advance have the patriots made?

GEOGRAPHY.

Each of the following questions has ten credits assigned to it.

1. Name each zone, and give its width in degrees.

2. What is meant (a) by the latitude of a place; (b) by the longitude?

3. What counties of New York border on Lake Ontario?

4. Give the shortest all-water route from Liverpool to Constantinople.

5. Mention the chief seaport of (a) Rhode Island; (b) Maryland; (c) Texas; (d) Argentine Republic; (e) Scotland.

6. What States border on the east bank of the Mississippi?

7. Locate the following islands: (a) New Guinea; (b) Orkney; (c) Balearic.

8. (a) To what government does Cuba belong? (b) Name four chief exports of Cuba.

9. Name two natural causes which have contributed to the prosperity of Great Britain.

10. (a) Name two advantages of a coast line with deep indentations. (b) Name some grand division in illustration.

GRAMMAR.

Cortes, while he urged his own sovereign's commands as a reason for disregarding the wishes of Montezuma, uttered expressions of the most profound respect for the Aztec prince, and declared that if he had not the means of requiting his munificence, as he could wish, at present, he trusted to repay him, at some future day, with good works.

W. H. PRESCOTT.

Each of the following questions has ten credits assigned to it:

1. Classify the following clauses, according to note 1: (a) Cortes uttered (line 4); (b) He urged (line 1); (c) he had (line 6); (d) he could wish (line 8); (e) he trusted (line 9).
2. (a) Of what is Cortes (line 1) the subject? (b) Give three modifications of requiting (line 7).
3. State what each of the following phrases modifies; (a) for prince (lines 5-6); (b) at day (lines 9-10); (c) with works (line 10).
4. What part of speech is each of the following words: (a) while (line 1); (b) own (line 1); (c) most (line 5); (d) that (line 6); (e) as (line 8)?
5. Select (a) An infinite; (b) participle.
6. Select a verb in (a) the potential mode; (b) the subjunctive mode; (c) the indicative mode.
7. Give syntax of (a) sovereign's (lines 1-2); (b) munificence (lines 7-8); (c) wishes (line 3).
8. Give the synopsis (third person, singular) of the verb give, in all the tenses of the indicative mode, naming the several tenses.
9. Illustrate the use of a noun, used (a) as the subject of a finite verb; (b) as nominative, independent (absolute); (c) as attribute (predicate noun).
10. Write a sentence having at least two subordinate clauses, and state what each subordinate clause modifies.

HISTORY OF EDUCATION.

Each of the following questions has ten credits assigned to it:

1. (a) Name one Greek and one Roman educator. (b) State some idea concerning education for which each was noted.
2. Name two distinguished teachers of the 16th century, and give a characteristic of each.
3. State some way in which the cause of education has been furthered by each of the following: Martin Lu-

ther, Thomas Arnold, Horace Mann, David Page.

4. (a) About what time were the Jesuit schools established? (b) State two characteristics that made their educational work effective.

5. Name an educational work of each of the following men: Comenius, Locke, Spencer.

6. What is the title of Rousseau's great educational work? Describe briefly the early training of the principal character therein.

7. What are the principal features of kindergarten education? What great educator is regarded as the founder of this system?

8. Give the leading facts in the life of Pestalozzi.

9. What is the oldest college in the State of New York? In what year was it founded? What was its original name? Where is it located?

10. In what year were the public schools of the State of New York made free? Name four important measures that have since been adopted to promote education in this State.

METHODS AND SCHOOL ECONOMY.

Each of the following questions has five credits assigned to it:

1. Mention two results to be obtained from teaching primary reading.
2. State how pupils may be led to read in an ordinary, conversational tone.
3. State an objection to encouraging pupils to follow the reading, for the purpose of detecting and reporting verbal mistakes.
4. State an objection to the use of a school history as a reading book.
5. State an objection to judging the pupil's proficiency in arithmetic by written solutions brought to the class.
6. Illustrate in two ways the division of one fraction by another.
7. Illustrate two methods of finding the least common multiple of 108 and 72.
8. Some pupils who reason well fail to do good work in the solution of problems. (a) What is the cause? (b) What is the remedy?
9. Name an advantage that accrues from recitations in which the pupil is required to give the several steps in the solution of problems, instead of performing the operation.
10. If the moulding-board be used by the pupil, what should be the purpose of its use?

11. Why should drill follow the development of an idea?

12. Give two devices to aid habitually bad spellers.

13. What work in history may be done previous to the study of a text book in United States History?

14. State a plan for teaching current topics.

15. The faculty of the mind commonly used in the study of geography is memory; what other faculties should be cultivated?

16. Should the pupil first study from maps, or should he be required to make maps of localities within his field of vision? Give reason for your answer.

17. How would you develop the idea of a pattern?

18. In connection with what method of study should children be taught color? Why?

19. How would you explain why the earth appears flat to the observer?

20. Multiply 348 by 123. Explain why the first figure of each partial product is placed under the figure used as the multiplier.

PHYSIOLOGY AND HYGIENE.

Each of the following questions has ten credits assigned to it:

1. State how nature provides for the protection of (a) the heart; (b) the eye; (c) the arteries.
2. Describe the biceps muscle as to (a) its structure; (b) its means of attachment to the bones; (c) its mode of operation.
3. Describe the crystalline lens as to (a) its position relative to other parts of the eye; (b) its form; (c) state its function.
4. What means is provided for keeping (a) the skin soft; (b) the eyes moist; (c) the joints lubricated.
5. Show how tight lacing interferes with the proper oxygenation of the blood.
6. Why are out-door sports generally more healthful than gymnastic exercises in-doors?
7. Classify the following food substances as nitrogenous or carbonaceous (non-nitrogenous): fibrin, sugar, casein, fat, starch, albumen.
8. When the kidneys are diseased so that their power of excretion is partially destroyed, why do physicians

seek to relieve the system by inducing active perspiration?

9. What is the function of (a) the pulmonary artery; (b) the portal vein?

10. What harmful effects are frequently produced upon the heart by the excessive use of tobacco?

ORTHOGRAPHY.

Each of the following words has two credits assigned to it:

- | | |
|--------------------|-------------------|
| 1. comparative, | 26. burglar, |
| 2. marriageable, | 27. immortal, |
| 3. palisade, | 28. deceit, |
| 4. defiance, | 29. fanatic, |
| 5. Harriet, | 30. singeing, |
| 6. summary, | 31. millinery, |
| 7. unconscious, | 32. beginning, |
| 8. paralysis, | 33. arraigned, |
| 9. mortgage, | 34. comptroller, |
| 10. statue, | 35. intercede, |
| 11. terminal, | 36. pharmacy, |
| 12. massacre, | 37. defendant, |
| 13. seize, | 38. materialize, |
| 14. material, | 39. advisable, |
| 15. supersede, | 40. physician, |
| 16. enthusiast, | 41. tournament, |
| 17. weird, | 42. carbonaceous, |
| 18. beauty, | 43. diseased, |
| 19. cemetery, | 44. inducing, |
| 20. unprecedented, | 45. exercises, |
| 21. compelled, | 46. privilege, |
| 22. mucilage, | 47. lens, |
| 23. pernicious, | 48. voluntary, |
| 24. allege, | 49. perspiration, |
| 25. curtain, | 50. capillary, |

ANSWERS.

AMERICAN HISTORY.

1. They came to secure liberty to worship in their way, but they did not permit general religious liberty. They banished Roger Williams for denying the right of magistrates to punish religious offenses.

2. (a) Pennsylvania. (b) William Penn.

3. Penn's treaty with the Indians; Oglethorpe's friendly relations with the Indians.

4. They went by sea to Chesapeake Bay, landed in Maryland, went north into Pennsylvania, crossed the Brandywine river at Chad's Ford, crossed the Schuylkill river, and went down the bank of the river to Philadelphia.

5. Answers will differ.

6. The Mexican war.

7. (a) He thought himself called upon to take the law into his own hands and proclaim freedom to the slaves in that vicinity. (b) The United States Arsenal was situated there.

8. (1) The blockade, 1861; (2) The Mississippi, 1863; (3) Richmond, 1865.

9. (a) 107 years. (b) 119 years.

10. Answers will differ.

ART OF QUESTIONING.

1. Before the lesson (1) to kindle curiosity, (2) to make the pupil feel the need of instruction, and (3) to bring his intellect into a wakeful and teachable condition; afterward (4) to give instruction, and (5) to test the pupil's knowledge.

2. Let them (1) be simple, definite, unmistakable, and (2) not tell much.

3. That it may be answered by "yes" or "no."

4. They will pay attention only when their turn approaches.

5. Those which admit for answer an alternative between two words; as, "Does a proper fraction multiplied by another proper fraction become less or greater?" Because it tempts to guessing, and the ignorant pupil has an even chance to hit upon the right answer.

6. Ex. "Were the Pharisees really lovers of truth?"

7. In questioning for instruction.

8. Children catch the key-note of an answer from their fellows, so that a class may appear intelligent, while most of the members are ignorant and careless.

9. Those (1) that can be answered by "yes" or "no"; (2) that do not admit an answer.

10. (a) Because it is not definite; it admits of an infinite number of answers. (b) What was the last great work of President Grant?

CIVIL GOVERNMENT.

1. He must be at least 25 years old, an inhabitant of the State in which elected, and seven years a citizen of the United States.

2. (a) It consists in levying war against the United States or in adhering to the enemies of the United

States, giving them aid and comfort. (b) The testimony of two witnesses to the same overt act, or confession in open court.

3. (1) Whenever two-thirds of both houses of Congress deem it necessary, they may prepare amendments which shall become binding when ratified by the legislatures of three-fourths of the States. (2) On application of two-thirds of the States, Congress must call a convention for proposing amendments, which must be ratified in convention held by three-fourths of the States.

4. An indictment is an accusation by the grand jury, while a conviction is a verdict in court that the accusation is just.

5. (a) Yes. (b) Because public education is based not on benefit to the pupils individually, but on safety to the community from the expectation that an educated population is more energetic, patriotic, and law-abiding.

6. (a) Those laid upon importations, sale of goods, etc. (b) The internal revenue tax on tobacco.

7. Because it would practically lower the rate of interest and thus make the bonds less salable.

8. By (1) duties; (2) imports; (3) excises; (4) internal revenue tax.

9. One which renders an act punishable in a way it was not punishable when the act was committed. Because they would be unjust.

10. (1) To adjourn from day to day; (2) to compel the attendance of absent members.

CURRENT TOPICS.

1. (a) The 54th; (b) Thomas B. Reed.

2. The financial situation and the Monroe doctrine as applied to Venezuela.

3. The first to the Venezuela matter, and the second to the dangerous falling of our gold reserve.

4. There is a dispute between Venezuela and Great Britain as to the boundary line between Venezuela and British Guiana. The United States has insisted that the position of this line should be settled by arbitration, as the Monroe doctrine declares that the American continents are not subjects for colonization by any European power.

5. (a) By arbitration; (b) Great Britain is likely to accede.
6. (a) Rufus W. Peckham, (b) judge of the New York Court of Appeals.
7. (a) The inhabitants of the region reaching from the Caucasus to the Kurdistan, and from the Caspian to Asia Minor. (b) They have been victims of the Kurds, under license of Turkey.
8. The English, Russian and French.
9. Allan Granbury Thurman.
10. Independence. They have got near enough to Havana to threaten it.

GEOGRAPHY.

1. Torrid 47 deg.; north temperate 43 deg.; south temperate 43 deg.; north frigid 23½ deg.; south frigid 23½ deg.
2. (a) The distance north or south of the equator expressed in degrees. (b) The distance east or west from a given meridian expressed in degrees.
3. Jefferson, Oswego, Cayuga, Wayne Monroe, Orleans, Niagara.
4. Irish Sea, St. George's Channel, Atlantic Ocean, Strait of Gibraltar, Mediterranean Sea, Aegean Sea, Archipelago, Strait of Dardanelles, Sea of Marmora, Straits of Bosphorus.
5. (a) Providence. (b) Annapolis. (c) Galveston. (d) Buenos Ayres. (e) Glasgow.
6. Wisconsin, Illinois, Kentucky, Tennessee, Mississippi.
7. (a) In the Pacific, north of Australia; (b) north of Scotland; (c) east of Spain; in the Mediterranean Sea.
8. (a) To Spain; (b) coffee, sugar, tobacco, cotton.
9. Mineral riches, fertility of soil, geographical position.
10. (a) More harbors, and a better protected coast; (b) Europe.

GRAMMAR.

1. (a) Principal; (b) subordinate adverbial; (c) subordinate adverbial; (d) subordinate adverbial; (e) subordinate objective.
2. (a) Of uttered and declared; (b) munificence, noun, objective adverbial clause; at present, phrase adverbial.
3. (a) The noun respect; (b) the verb repay; (c) the verb repay.
4. (a) adverb; (b) adjective; (c) adverb; (d) conjunction; (e) conjunctive, adverb.

5. (a) To repay (line 9). (b) Ex. Disregarding (line 3).
6. (a) Could wish (line 8); (b) had not (line 7); (c) uttered (line 4).
7. (a) Possessive case, modifying the noun commands; (b) objective case, object of requiring; (c) objective case, object of participle disregarding.
8. Present, he gave; past, he gives; future, he will give; present perfect, he has given; past perfect, he had given; future perfect, he will have given.
9. (a) Ex. Cortes (line 1). (b) Ex. John being beaten he retreated. (c) Ex. Ye call me chief.
10. Answers will differ.

HISTORY OF EDUCATION.

1. (a) Ex. Greek: Socrates, Plato, Aristotle; Roman: Seneca, Quintilian. (b) Ex. Socrates; for developing methods. Quintilian; devising means for utilizing youthful curiosity, memory, and readiness to observe.
2. (1) Luther, Erasmus, Vives, Rathom, Sturm, Trozendorf, Neander, mus, Rabelais, Montaigne, Melanch- swers will differ. Ascham, Mulcaster, the Jesuits. An-
3. (1) Luther denounced scholasticism, and broadened the curriculum. (2) Arnold made manhood the prominent basis of school government. (3) Mann made the work of the superintendent recognized as indispensable. (4) Page developed the first New York normal school, and wrote: "The Theory and Practice of Teaching."
- 4.
5. Comenius's "Orbis Pictus;" Locke's "Thoughts Concerning Education;" Spencer's "Education."
6. Emile. Answers will differ.
7. Answers will differ. Froebel.
8. Answers will differ.
9. Columbia, 1732. King's College, New York.
10. In 1867. Answers will differ.

PHYSIOLOGY AND HYGIENE.

1. (a) The heart is enveloped in a fibrous case known as the pericardium. This is lined with a membrane which secretes a fluid called serum, which permits the heart to move freely and without friction. (b) The eyebrows protect the eyes from injury by

preventing the perspiration from flowing into them; the eyelashes form a screen for preventing entry of dust and other irritants and regulating the amount of light which is permitted to enter; the eye-lids are supplied with nerves which are sensitive and give warning of approach of insects, etc. (c) Elasticity of the arteries enables them to accommodate themselves to the various movements of the body; the tough, fibrous material of the walls enables them to sustain impulses of the heart without rupture.

2. (a) The biceps is a muscle made up of fibers which are in turn made up of smaller fibers called fibrillae. (b) It is fastened to the bones by means of white firm masses of fibrous tissue known as tendons or sinews. (c) It is voluntary.
3. (a) The crystalline lens is located across the front of the eye behind the iris and in front of the vitreous humor; (b) it is about one-quarter of an inch in thickness, and is shaped like a double convex lens; (c) its function is to assist the cornea in bringing rays of light to a point or "focus" upon the retina.
4. (a) The sebaceous glands secrete an oily matter which lubricates the skin and thus preserves its softness. (b) The lachrymal gland secretes tears which lubricate the lids and keeps the exposed surface of the eye-balls moist. (c) Membranes secrete and pour into the joints as needed a lubricating substance called the synovial fluid.
5. Tight lacing contracts the space which the lungs occupy, and does not give them room to expand to their full extent.
6. Because fresh air is more healthful and the excitement of contention is more stimulating.
7. Nitrogenous—Fibrin, casein, and albumen. Non-nitrogenous—Fat, sugar, starch.
8. Because the skin is another organ of excretion, the activity of which is increased by active perspiration.
9. (a) To furnish a passage for the blood from the right ventricle into the lungs; to convey certain products of digestion to the liver from the blood vessels of the intestinal villi.
10. It irritates and weakens the action of the heart.—School Bulletin.



Memorial Day.

Strew flowers, sweet flowers, on the
soldiers' graves,
For the death they died the nation
saves.

'Tis sweet and glorious thus to die—
Hallowed the spot where their ashes
lie.

Bring the Sweet Flowers.

Leave not a grave in the gray of the
twilight

Barren of flowers, o'er a hero at rest;
His was the gift of a life full of promise;

Small is the gift we may bring, at the
best.

Think of the fond years he gave of his
manhood;

Think of the hopes which were dead
when he fell;

Think how he died, while he longed for
some loved one;

Think of the anguish his lips could
not tell.

Think what we have as the price of
his offering;

Think of the flag that was saved by
his blood;

Think what it might be, if he had not
given

All that he had for his country and
God.

Bring then the gift of the beautiful
flowers,

Emblems of love, that their spirits
may know

Hearts do yet burn when their deeds
are recounted;

Hands are yet ready devotion to show.
—P. H. Bristow.

The Graves of the Patriots.

Here rest the great and good. Here
they repose

After their generous toil. A sacred
band,

They take their sleep together, while
the year

Comes with its early flowers to deck
their graves,

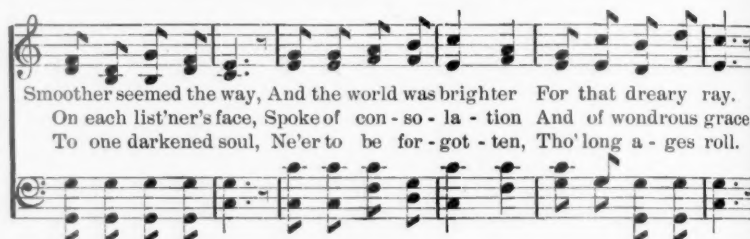
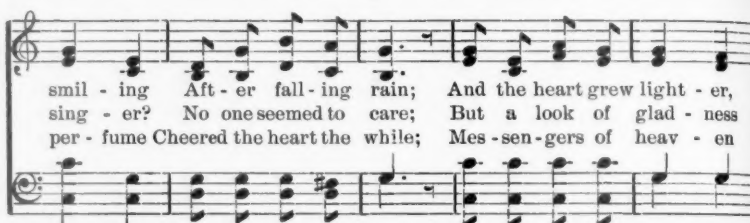
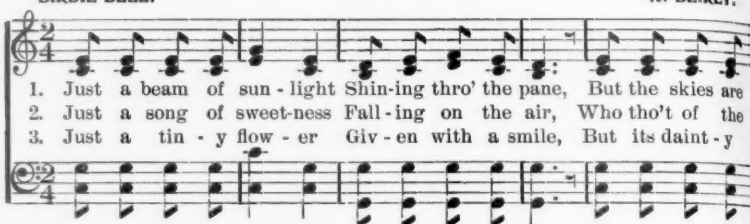
And gathers them again, as Winter
frowns. * * * *

48

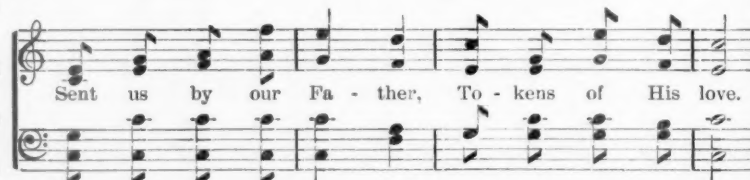
SUNBEAM, SONG AND FLOWER.

BIRDIE BELL.

A. BEIRLY.



CHORUS.



From Beirly's School Songs, by Permission of A. Beirly, Publisher, Chicago.

Here let us meet, and while our motionless lips

Give not a sound, and all around is mute

In the deep Sabbath of a heart too full
For words or tears—here let us strew the sod

With the first flowers of Spring, and make to them

An offering of the plenty Nature gives,
And they have rendered ours—perpetually.

—J. G. Percival.

Famous advertisements are to the public what the stock quotations are to the broker. Famous, corner Broadway and Morgan, buying and selling as it does on such a tremendous scale, is always able to quote prices lower than others, and shrewd, careful shoppers appreciate the fact. We offer special inducements to the teachers in the public schools, a special discount on all purchases, and the privilege of opening an account with us. That's certainly a great accommodation, isn't it? Famous, corner Broadway and Morgan.

Wounded.**Kaskaskia.**

By Frank C. Riehl.

Let me lie down
Just here in the shade of this cannon-
torn tree,
Here, low on the trampled grass, where
I may see
The surge of the combat, and where I
may hear
The glad cry of victory, cheer upon
cheer:

Let me lie down.

Weary and faint,
Prone on the soldier's couch, ah, how
can I rest,
With this shot-shattered head and
saber-pierced breast?
Comrades, at roll-call when I shall be
sought,
Say I fought till I fell, and fell where
I fought,

Wounded and faint.

It was duty!
Some things are worthless, and some
others so good
That nations who buy them pay only in
blood.
For Freedom and Union each man owes
his part;
And here I pay my share, all warm
from my heart;
It is duty. * * *

I am no saint;
But, boys, say a prayer. There is one
that begins,
"Our Father," and then says, "Forgive
us our sins."
Don't forget that part, say that strong-
ly, and then
I'll try to repeat it, and you'll say
"Amen!"

Ah! I'm no saint.

I'm mustered out,
O God of our fathers, our freedom pro-
long,
And tread down rebellion, oppression
and wrong!
O land of earth's hope, on thy blood-
reddened sod,
I die for the Nation, the Union, and
God!

I'm mustered out.

—William E. Miller.

Spring goods arriving daily at the big
store, Famous, corner Broadway and
Morgan. A walk through the store is a
pleasurable and profitable experience.

By old Kaskaskia's lonesome towers,
Surrendered to decay,
We loitered through the random hours
That filled an idle day;
And, conning the historic lore
Of its so bright career,
We marveled as we stood before
Those wind-swept ruins drear.

Here made the pushing pioneer
His first successful stand,
When Indians drew the knife, through
fear
To lose their chosen land;
Here, from a crude, log-fashioned fort
And wooden palisade,
There rose a town of wide report—
The seat of Western trade

When other forts were fixed beyond
The river at its gate:
And when the star of empire dawned
Upon the maiden State,
'Twas here they brought the sovereign
seal
Of office, and the might
Of Justice, tempered to reveal
The scope of learning's light.

So thrifty once, so proud and ware,
So full of life; and now
Within yon church long since no prayer
Has sent aloft its vow.
Gone is the pomp of church and State,
And where in gilded halls
Once rang the challenge of debate,
The stalking heron calls.

By slow, insidious, constant wear,
The Mississippi's tide
Has swallowed up those acres fair,
As with vindictive pride;
And comes the time, nor distant far,
Lest special effort saves,
When these old landmarks as they are
Must sink beneath the waves.

Farewell, Kaskaskia, we shall hold
Thy story ever dear,
And children, when thy fate is told,
Will give attentive ear;
We may not analyze thy blight,
Nor why nor how it came,
But of thy passing Time will write
On finest scrolls of fame.

Kaskaskia, the oldest town in Illinois
and the first state capital, was settled
by the French in 1682. The encroach-
ment of the Mississippi has almost
obliterated the old town. About one
year ago the graveyard began falling

Have YOU Tried Cuticura the great SKIN CURE?

Its cures of torturing, disfiguring, humili-
ating humors are the most wonderful ever
recorded.

Sold throughout the world. British depot: New-
berry, 1, King Edward-st., London. POTTER DRUG
& CHEM. CORP., Sole Props., Boston, U. S. A.

into the river and the remains of the
pioneers buried there were removed by
a commission appointed by the state, to
a safe resting place further back. Every
school in Illinois should study carefully
this beautiful poem. It will make a
capital recitation.

GOOD NEWS.

Mrs. S. J. Marston.

The fairies told the pale snow flowers;
The flowers told the bees;
The bees came forth in sunny hours,
And told it to the trees:

The trees unwrap their little leaves,
And told it to the birds;
The birds sang songs of harvest
sheaves;
All creatures knew the words:

It woke a downy yellow chick,
From his warm three weeks' nap;
Who, at his window 'gan to pick;
I heard the casement snap!
Then looking out, he said to me,
What I, to you, now say;
"The spring has come! for don't you
see
That this is Easter Day?"

—Selected.

\$100 REWARD, \$100.

The reader of this paper will be pleased to
learn that there is at least one dreaded disease
that science has been able to cure in all its
stages, and that is Catarrh. Hall's Catarrh Cure
if the only positive cure known to the medical
fraternity, Catarrh being a constitutional dis-
ease, requires a constitutional treatment. Hall's
Catarrh Cure is taken internally, acting di-
rectly on the blood and mucous surfaces of the
system, thereby destroying the foundation of
the disease, and giving the patient strength by
building up the constitution and assisting na-
ture in doing its work. The proprietors have so
much faith in its curative powers, that they
offer One Hundred Dollars for any case that it
fails to cure. Send for list of testimonials.

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Sold by Druggists, 75c. Toledo, O

A Page of Vertical Specimens from Leading Publishers.

15
 D. Out of debt, out of danger. A

11
 B Better late than never Robert

15
 d b b b m Make a bouquet n

The above are two copies from the American System and two from the Spencerian Vertical, Published by the American Book Co., Chicago, Cincinnati and New York.

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The Natural System
 of Vertical Writing.

Copyright, 1896,
 By D. C. Heath & Co., Boston

Alphabets from the Natural System of Vertical Writing. D. C. Heath & Co.,
 Publisher, Boston and Chicago.

Miss Jennie Beebe requests the pleasure of Mr. B. H. Compton's company at a social gathering, next Thursday evening, at half past seven o'clock.
 948 Michigan Ave., June 9.

Specimen from Vaile's Vertical Series, Published by E. H. Butler & Co.,
 Chicago and Philadelphia.



PRIMARY DIVISIONS.

Third Year.

Language: Write some such phrases as John's hat. The girl's dress, etc. Then secure some such statement as the following:

We write an apostrophe (') and (s) after singular nouns to denote possession or ownership, thus: John's hat; Mary's bonnet; the girl's dress; the boy's sled.

1. Supply proper words to show possession:

1. — hat is lost.
2. Was the — coat torn?
3. The — hoop was broken.
4. The — toys are very pretty.
5. Is the — wing broken?

2. Use these nouns in sentences to show possession; as,

The cat's head is round.

Cat, dog, cow, boy, girl, horse, king, eagle, squirrel.

Plural nouns that end in "s" take (') only, to show possession; as,

The girls' dresses.
The boys' sleds.

3. Use these nouns in sentences to show possession:

Cats, dogs, cows, boys, girls, horses, kings, eagles, squirrels.

Plural nouns not ending in "s" take the (') and (s); as,

Men's, women's, children's, oxen's, geese's, mice's.

4. Write sentences containing these nouns.

5. Change the nouns that show possession to the plural, and write the sentences correctly.

1. The boy's hat is on the table.
 2. The king's crown is pure gold.
 3. The man's coat has a collar and
 5. The girl's dress is torn.
- sleeves.
4. The woman's child goes to market early.

—C. C. Long.

Do not use too much of the preceding for one exercise! just a little daily until completed and thoroughly fixed.
—Trainer's Lesson Leaf.

SPELLING.

Fifth Year.

A suffix is a significant syllable or combination of syllables joined to the end of a primitive word; as, ing, ly, ancy.—Irish.

A few of the common suffixes will be sufficient for this grade. As, able and ible, that may or can be, worthy to be; as, tamable, defensible, readable.

Arrange these words in a column; in a second join the suffix able or ible, remembering that the root word drops the final e except after c or g; tame, blame, cure, eat, love, pay, peace, move, fuse, force (why rejected?), sale, pass, trace, change, charge, rate, teach, erase, convert, reverse, diffuse, etc. Consult the dictionary to determine whether the suffix is ible or able.

Select the simplest suffixes for this grade. See any good spelling book.

No. 2 is easily made up; be critical about the spelling.

In No. 3 choice of words is a good exercise; as,

1. He is a (hail, hale) old man.
2. The (hale, hail) broke out the some (panes, pains) of glass.
3. He will (gild, guild) the frame work.
4. He is a member of the (gild, guild) and will be found truthful.
5. The ship hove in (site, cite, sight).
6. The (sight, cite, site) is a good one.
7. He will (clime, climb) the hill.
8. She sought a sunny (clime, climb) for her health.
9. The (hail, hale) old man will (clime, climb) the mountain to see the pretty (cite, site, sight) and the sun (guild, gild) the streamlets below.

No. 4. Ly=like, manner; as, manly, like a man; bravely, in a brave manner.

Make a list of these:—calm, court, shrewd, chief, dear, meek, proud, coarse, mortal, love, etc.

In a second column have the pupil to write the root with suffix and properly spelled; in a third let him write the definition.

Mark the silent letters.

Place (or have some pupil do so for you) a few of the following words upon the blackboard for the class, or better, put two or more classes together for a contest; as a preparation for a careful comparison, cut some paper into narrow strips and after distributing require each pupil to write his

name (or No.) at the head of the paper; then uncover the list and require class to copy and strike out silent letters; the papers may be quickly graded by having them exchanged and requiring pupils to check off errors as you strike out the silent letters upon the blackboard. A committee of two, selected by the contestants might check the lists and decide the victor; at any rate, let the class be filled with enthusiasm and a desire to understand every word as decided. Use dictionary where disputes arise!

Use the exercise where needed:

lamb	rhom
limb	ghost
numb	heir
comb	hour
thumb	honor
crumb	ghastly
czar	knock
scene	calc
scent	chalk
scissors	balk
victuals	stalk
Wednesday	folk
handsome	balm
handkerchief	knob
grab	knit
gnaw	knead
knave	knife
knee	calf
kneel	half
knot	could
knight	would
know	should
gnash	quailm
gnarl	halve
sign	salve
reign	psalms
deign	hymn
feign	kiln
phlegm	autumn
rhyme	solemn
thyme	solemn

SPELLING LESSONS.

Take one or more of the following topics and require a class, or a combination of classes, to tell as well as they can about what they have seen in the garden pond
kitchen field
sky woods
river barnyard
cage stable
school blacksmith-shop
dining-room bottle
book pasture, etc.

Let the statements be in sentences and give special attention to the

1. Arrangement.
2. Spelling.
3. Punctuation.
4. Use of the verb saw.
5. The general appearance.
6. And other needed suggestions.

This affords a valuable exercise in spelling.

—Trainer's Lesson Leaf.

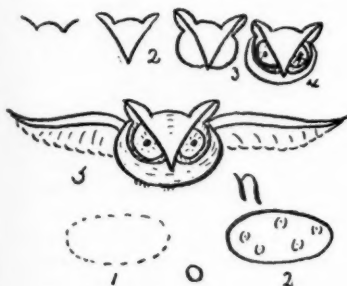
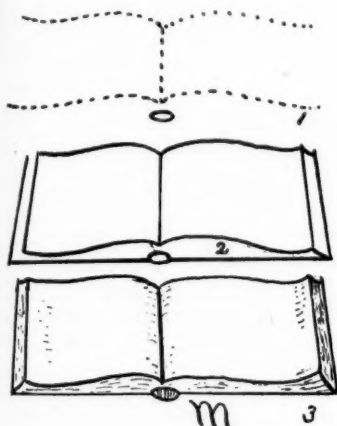
DRAWING LESSONS.

BY J. H. BARRIS.

If inexperienced in drawing prepare the lesson as directed in January number.

LESSON M.

1. Draw as in Fig. 1.
2. Ask class to draw the same on paper, slate or blackboard.
3. Add lines as Fig. 2.
4. Complete by adding lines as Fig. 3, allowing class time to add each line before you draw next line.



LESSON N.

1. Draw as in Fig. 1.
2. Add lines as Fig. 2.
3. Add lines as in Figs. 3 and 4.
4. Complete by adding lines as Fig. 5.

LESSON O.

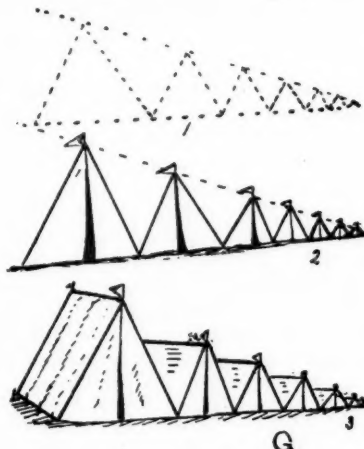
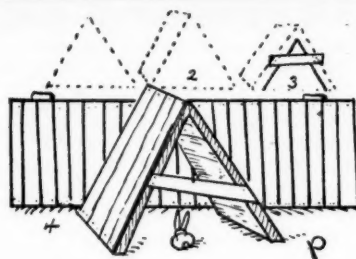
1. Draw lines as Fig. 1.
2. Complete as Fig. 2.

LESSON P.

1. Draw dotted lines as Fig. 1.
2. Add lines as in Figs. 2 and 3.
3. Complete as in Fig. 4.

LESSON Q.

1. Draw lines as Fig. 1.
2. Add lines as Fig. 2.
3. Complete as Fig. 3.



Physiology Puzzle.

By a Bishop of Oxford.

(This physiology puzzle has proved a pleasing change to children under my care. May it serve others equally well, is the wish of M. J. R., Boston.)

I am the trunk:

1. With two lids—eye-lids.
2. With two musical instruments—(ear)drums.
3. With two established measures—feet.
4. With articles a carpenter cannot dispense with—nails.
5. With a couple of good fish—soles.
6. With a great number of shell fish—muscles.
7. With two lofty trees—palms.
8. With fine flowers—tulips.
9. With fruit—Adam's apple.
10. With two playful animals—calves.
11. With a number of smaller ones, not so tame—hares.
12. With also a fine stag—hart.
13. With a number of whips without handles—lashes.
14. With weapons of war—arms.
15. With a number of weather-cocks—veins.
16. With the steps of a hotel—in(n)steps.
17. With the house of commons on the eve of a division—ayes and no's(e).

A Tonic

For Brain Workers, the Weak and Debilitated.

Horsford's Acid Phosphate

is without exception the Best Remedy for relieving Mental and Nervous Exhaustion; and where the system has become debilitated by disease, it acts as a general tonic and vitalizer, affording sustenance to both brain and body.

Dr. E. Cornell Esten, Philadelphia, Pa., says: "I have met with the greatest and most satisfactory results in dyspepsia and general derangement of the cerebral and nervous systems, causing debility and exhaustion."

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Beware of Substitutes and Imitations

For sale by all Druggists.

18. With two scholars—pupils.
19. With places of worship—temples.
20. With ten Spanish grandees to wait upon me—ten—"dons."

—Journal of Education, Boston.

Famous, corner Broadway and Morgan, prides itself on the great variety and splendid assortment of its cloaks, wraps, dresses, corsets and underwear, hosiery, gloves, millinery, and notions. We would be pleased to have the public school teachers of St. Louis come and take advantage of our special discount to teachers, and will gladly open an account with you. Come and take a walk on the largest clothing floor in the world. Famous, Broadway and Morgan.

FINE GIFT CARDS

for last day of school a specialty. Our cards at 1c., 1½c., 2c., 3c., 4c., each are bargains; send stamps for samples. Booklets 6c. 10c. 15c. 20c. 25c. **FREE TO TEACHERS.** Catalogue and few sample reward Cards free. Best goods

for the price.

Mention this paper.

JOHN WILCOX,

MILFORD, N. Y.

Boys and Cigarettes.

For Fourth Year Pupils.

Many boys fall into bad habits through thoughtlessness; more yield to temptation through ignorance of the consequences of taking the first steps in the wrong direction.

In this lesson the subject of cigarettes and their effect on a boy's life should be treated in a frank, open way, which will convince the boys of the danger as well as the folly of smoking even one cigarette.

Fourth grade boys are peculiarly subject to these temptations, and at the same time are at that age when goody-goody talk has little weight with them. They must be met with facts and reasonable arguments if the majority of them are to be convinced.

THE LESSON.

Begin with the story of tobacco, of its cultivation by the Indians, and of its first introduction into England by those who came over here to colonize Virginia. The story, familiar to us, but new to the children, of Sir Walter Raleigh and his servant, will arouse their interest, and disarm those who may have come to class thinking that they were to have a prosy time with this lesson. When the class have become awakened on the subject, turn to the board and write the question:

Is tobacco good for food?

Some boy, whose father chews tobacco, will be ready to say that people never eat it, that chewers are very careful not to swallow even the juice, and that is one reason why they spit so frequently.

Then draw out the fact that tobacco does not make muscle, nor bone, nor blood; that it does not help a boy grow as milk, vegetables and meat do. When the point has been discussed, call for a statement of the fact as given below, to be written on the board under the question:

Tobacco is not a food and does not in any way help to make us strong.

After convincing the class of the uselessness of tobacco, proceed to set forth the harmfulness of the habit and the danger of trifling with a habit which may enslave one so completely that he has not the power to free himself. The quotations which are appended to this lesson will be of great service in this part of the recitation. Some of the shorter ones should be written on the board and copied by the pupils into their note books at the close of the lesson.

The first step in the second division of the recitation is to lead the class to understand, if they do not already know, what it is in the tobacco which makes its use injurious and, in some cases, fatal. The quotations concerning the poison nicotine in the tobacco should here be discussed until some member of the class can write a statement on the board something like the following:

Tobacco is not only not a food, but it contains nicotine, which is an active poison.

Do not give the pupils an exaggerated idea of the matter. The truth is sufficiently strong. Tell them, that like many other poisons, nicotine taken in very small quantities, as for instance in smoking one cigar or cigarette, does not often kill a person outright, but may be injurious.

CIGARETTES.

In taking up this topic, the following outline may be used by the teacher as a guide in conducting the recitation, or may be placed upon the board as each point is taken up:

- Cigarettes.
 1. Of what are cigarettes made?
 2. Natural appetite and tobacco appetite.
 3. Smoking may lead to drinking.
 4. Effects on a boy's health:
 - a. Effect on growth.
 - b. Effect on the brain.
 - c. Effect on the heart.
 - d. Effect on the nervous system.
 5. Selfishness of the habit.
 6. Effect on business prospects.
 7. Cost of the tobacco habit.

The class should be told of what cigarettes are made, for nicotine is not the only poison which lurks in these tiny rolls. Some cigarettes are said to contain opium or other narcotic drugs, and it is said that many are wrapped in paper which has been bleached with a preparation of arsenic.

The use of tobacco may create an appetite for itself which no food will satisfy and which may enslave the user.

In connection with the last topic, the fact that the use of tobacco may lead to the drinking of alcoholic liquors should be brought out.

Horace Greeley said, "Show me a drunkard that doesn't use tobacco, and I will show you a white blackbird."

Tobacco smoking dries the membranes of the mouth and throat and creates an unnatural thirst, which the smoker often seeks to slake with alcoholic liquors.

Do not give the class the idea that all smokers eventually drink, for such is not the case, but the fact that so large a proportion of the drinkers smoke, and that is so many instances the tobacco habit has led to the drink habit, is one good reason for shunning cigarettes.

If the blackboard outline is used, the following concise statements may be obtained from the class and subsequently written on the board:

(1) Cigarette smoking dries the membranes of the mouth and throat and tends to create a thirst which may lead to the use of alcoholic drinks.

(2) Cigarette smoking may hinder the growth, dull the brain and injure the health.

(3) It is neither fair nor right to smoke cigarettes where those who do not use tobacco are obliged to breathe the smoke.

(4) Cigarette smoking can be of no advantage to a boy in his life-work and may seriously interfere with his business chances.

(5) Cigarette smoking is an expensive habit which few boys and young men should afford.

Abridged from School Physiology Journal.

A Little Lesson in Grammar.

BY WILLIAM A. MOWRY.

John Eliot, of blessed memory, the apostle to the Indians, in the year 1666, published at Cambridge a little essay "To Bring the Indian Tongue Into Rules." The printer was Marmaduke Johnson. At the outset of this little work, which Eliot styles "The Indian Grammar Begun," he defines grammar as follows:

"Grammar is the Art or Rule of Speaking."

He goes on to say:

"There be two parts of Grammar.

"1. The art of making words.

"2. The art of ordering words for speech."

Now let us go back to John Eliot's definition and division.

"The art or rule of speaking."

"The art of ordering words for speech."

One need not know the logic of it, but he must know the fact. He may not re-

juice it to rules as Eliot tried to do with the Indian tongue.

But if one learns the "art of ordering words for speech" he must be cognizant of the true usage, the accepted and established and crystallized style, or plan, or system of using the words employed. The trouble with young people or old people who talk incorrectly is that they either do not know or do not care for correctness of usage. Instead of following the common custom of the best writers and speakers, they follow the common custom of incorrect writers and speakers, mostly speakers.

To correct the ungrammatical language of pupils in school their errors must be pointed out to them, and they must be induced by such means as have intrinsic power to change their custom. The best way probably is to take the points of erroneous speech one by one and tell the youth what is correct, and, if possible, induce him to accept the right. "False syntax," so-called, is utterly indefensible. But the correction of individual errors is to be highly commended. When you find one writing "The above examples are sufficient," tell him to say "the foregoing," etc. Instead of "Does it look good enough" tell the boy or girl to say "well enough."

Instead of "like I do" say "as I do." "Seldom or ever" should be "seldom if ever" or "seldom or never."

Never say, "These kind of things" but "This kind of things." Avoid saying, "I will try and do it," but say "I will try to do it." Avoid using "expect" for "suspect." Say "suspect" rather than "mistrust."

Here is a very common error. People say, "Every man or woman should do their duty." It should be, "Every man or woman should do his duty."

Again, "If you look sternly at any one they will start or flinch." "He will start."

"The highway commissioner fixed the road, the lady fixed her hair, the boy fixed his kite," etc. "Repaired the road;" "arranged her hair;" "mended his kite."

The old adage is, "A word to the wise," etc. These ought ye to have done and not leave the others undone. —Boston Journal of Education.

Cooper County, Missouri, will vote on the question of adopting county supervision this year. County supervision always means better teachers, better teaching and better schools. We hope every teacher in the county will work enthusiastically to interest the voters in this measure, so that it may carry by a large majority.

No Official Bulletin This Year.

President Dougherty sends the following note:

"The officers of the N. E. A. will not authorize the publication of an Official Bulletin for the Buffalo meeting in July, 1896. They have determined to leave the publication of the programmes and the advertisement of the meeting, transportation facilities, excursions and the like to the Educational Press of the country; and they recommend to all railroads and other advertisers to confer with these publications as the best medium of communication with the teachers of the country who, it is believed, can be reached more promptly and extensively through the Educational Press than by any other means."

This is as it should be. The Educational Press always have been doing the most efficient advertising for the meetings of all teachers' associations, both State and national, and we are glad to see it thus recognized.

The following are the members of the Educational Press Association of America:

American Journal of Education, St. Louis, Mo.; American Teacher, Boston, Mass.; American School Board Journal, Milwaukee, Wis.; Colorado School Journal, Denver, Colo.; Educational Review, New York City, N. Y.; Education, Boston, Mass.; Educational News, Newark, Del.; Iowa Normal Monthly, Dubuque, Ia.; Iowa Schools, Des Moines, Ia.; Interstate Review, Danville, Ill.; Journal of Pedagogy, Binghamton, N. Y.; Kindergarten News, Springfield, Mass.; Michigan Moderator, Lansing, Mich.; New England Journal of Education, Boston, Mass.; Northwestern Journal of Education, Columbus, O.; Primary Education, Boston, Mass.; Popular Educator, Boston, Mass.; Public School Journal, Bloomington, Ill.; Pennsylvania School Journal, Lancaster, Pa.; Primary School, New York City, N. Y.; Pacific Educational Journal, San Francisco, Cal.; School Review, Hamilton, N. Y.; School Bulletin, Syracuse, N. Y.; School Education, Minneapolis, Minn.; The School Journal, New York City, N. Y.; Teachers' Institute, New York City, N. Y.; Texas School Journal, Austin, Tex.; Teachers' World, New York City, N. Y.; Western Teacher, Milwaukee, Wis.; Wisconsin Journal of Education, Madison, Wis.; Western School Journal, Topeka, Kas.



PHYSIOLOGY, OR THE HOUSE WE LIVE IN. By Mary Wood-Allen. Ann Arbor, Mich.

This is an old subject, but the method is both new and unique. As in the Pilgrim's Progress, so in this work, important truths are stated, and illustrated in a way to make them interesting and instructive. The continuity of thought made possible by the author's method makes a lasting impression on the reader's mind and enables the pupil to see and realize the value of an elementary knowledge of the functions of body in their intimate relations to the functions of mind; a knowledge very important to the teacher who would economize the time and energies of pupils under his instruction in any department of human knowledge. Ignorance of the principles of physiology result not alone in a waste of time and energy, but in irreparable harm to mind and body. The remedy for this evil is found in this little book, stated and illustrated in a charming way.

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STUDIES IN EDUCATION: SCIENCE, ART, HISTORY. By B. A. Hinsdale, Ph. D., LL. D., Professor of the Science and the Art of Teaching in the University of Michigan. Chicago and New York. Werner School Book Company.

In this volume of 384 pages Prof. Hinsdale presents twenty essays and addresses on as many different aspects of the general subject of education. The variety gives special interest to the book, and the brevity of treatment to which the author was driven by the conditions under which he wrought out his thought in dealing with each theme has insured close adherence to vital elements and principles.

Take, for example, his brief address on "The Teacher's Preparation," and even here we can only summarize. The teacher in dealing with the pupil must have a comprehensive method rather than a repertoire of methods. But this means that he himself must have already attained at least a relatively ripe culture. Neither knowledge nor power can be transferred from mind to mind. And we are sure Prof. Hinsdale will approve when we add

to this the corollary that mind grows only through self-activity, and true teaching is nothing else than rightly chosen and regulated stimulation of one mind by another mind. And we are the more assured of this when we find him declaring that "the enthusiasm of knowledge is a prime requisite of the best teaching." In short, as we may add, a growing teacher is the central secret of growth on the part of the pupil. The publishers have shown excellent taste in the form they have given the book.

W. M. B.

ENGLISH IN AMERICAN UNIVERSITIES. By William Morton Payne. Heath's Pedagogical Library.

During the past half-dozen years particular attention has been called to the defective condition in which English studies have been allowed to continue in many of our first-class institutions. The Committee of Ten, as it was called, representing the best known Eastern institutions of learning, issued, a few years ago, its report on the subject, and was followed by a conference, which has recently made quite a number of highly important recommendations. Mr. Payne's work, mostly made up of articles that have already appeared in the *Dial*, is very timely. His admirable introduction is itself a model of fluent English, and gives the gist of the whole matter. The rest of the work consists of contributions from professors at the various institutions—short papers descriptive of the English courses followed where they have control. It is noticeable that some of the most distinguished institutions bifurcate the English course, and make linguistics a wholly separate study. This is the case at Columbia College, at Cornell and at the Stanford University. Literature is thus separated from philosophy with which it is by no means inseparably allied. Indeed, English literature is peculiar in being philologically Anglo-Saxon, and in almost all respects, ethically, metrically and otherwise, to be classed as a product of France, Italy, Greece and Palestine. A perusal of the present work will prove interesting to teachers. The courses described mark a wonderful advance in the standard of even ten years ago, and pointing to a time not far distant when really advanced work will be done in English at all our high institutions. Even the most materially practical of scientific in-

structors are beginning to confess, and in a very candid manner, that a lad who does not accurately know his mother tongue, is of little use for any high-class work. Mr. Payne points out that educators would have one-fourth of the whole school time devoted to instruction in the English language. "Better English" is the demand that comes from our science colleges. The secondary schools must answer to the demand and follow the lead that is now being given to them by the universities.

J. M. DIXON.

POEMS OF THE PIA SA. By Frank C. Riehl. Melling & Gaskins, publishers, Alton, Ill. Price, regular edition, \$1.25. Souvenir edition, \$2.00.

The Indian has long since passed from the shores of the mighty Mississippi, but he has left here many relics of his power in days gone by. All the region around the confluence of the Illinois and Missouri rivers with the Father of Waters is particularly rich in legendary stories concerning the life and habits of the powerful tribes who once inhabited this region. These folk-lore stories, handed down from one generation to another, are held in almost sacred reverence by the Indians and they have a peculiar interest and charm which make them almost as sacred to his pale-faced brother.

Not since Longfellow sang the song of Hiawatha has there appeared anything so beautiful as Mr. Riehl's "Legend of the Piasa Bird." To anyone who has looked out over the waters and the vast stretch of country from Prospect street in Alton, Ill., the "Legend of the Lover's Leap" has a peculiar charm that will never be forgotten. Mr. Riehl is truly one of nature's poets. Whether singing the Indian love song, walking among the hills or strolling through the orchard, he bursts into poetry which always strikes a responsive chord. Besides the thirteen Indian lays and legends there are fifty-four poems on various themes, every one of them a gem.

The book is very neatly printed and elegantly bound.

J. G. R.

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who, at the outset of a series of four progressive books, knows what he aims at. If the plan, as outlined in the preface is followed up, certainly good results must be attained, if the teacher using the book understands, at all times, how to raise and maintain the necessary interest. Especially as to the study of Grammar, we agree with the author, that as little as possible ought to be presented at a time to beginners, in order not to hamper them in the acquisition of fluency. In this respect, I fear that a little too much is given in the beginning book, as it presupposes that the learner possesses a goodly knowledge of his own, the English Grammar.

The Conversational exercises are well adapted, although we should have wished that such questions be limited to the smallest number, which can merely be answered by yes or no.

By the exclusive use of monosyllabic words throughout the book, something novel is presented both to teachers and students, which, necessarily, must facilitate the work. Though a certain kind of copy book is intended to accompany the book, whereby to teach script, yet I think it would enhance the usefulness of the book if the alphabetical table would also furnish all the letters in plain script.

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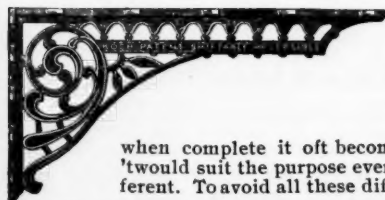
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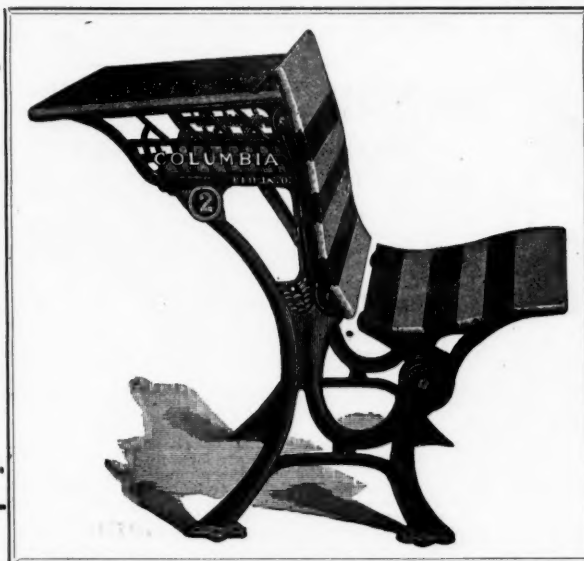
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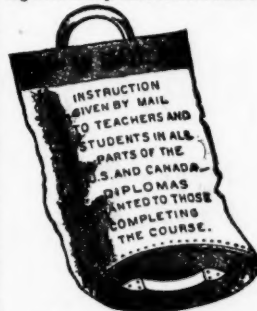
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